

Red Bank Elementary

246 Community Drive
Lexington, SC 29073

Grades	PK-5 Elementary School	
Enrollment	1,016 Students	
Principal	Marie G. Watson	803-359-6101
Superintendent	Dr. Karen C. Woodward	803-951-8363
Board Chair	Albert J. Dooley Jr.	803-359-0844

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	44	23	2	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	No
2004	Good	Unsatisfactory	Yes
2005	Good	Below Average	No
2006	Average	Below Average	No

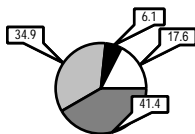
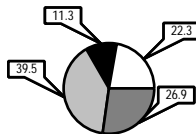
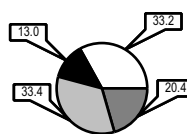
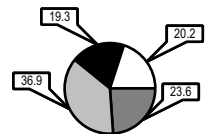
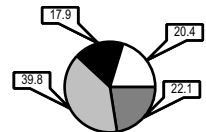
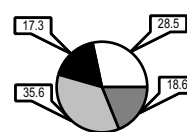
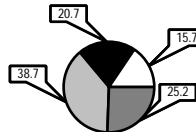
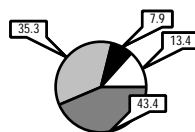
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	507	94.1	14.3	35.3	44.0	6.5	61.8	Yes	Yes
Gender									
Male	275	92.4	16.5	35.9	43.7	3.9	56.3	N/A	N/A
Female	232	96.1	11.8	34.5	44.3	9.4	68.0	N/A	N/A
Racial/Ethnic Group									
White	380	95.0	12.0	32.8	47.9	7.2	65.7	Yes	Yes
African American	96	90.6	26.0	48.1	22.1	3.9	41.6	Yes	Yes
Asian/Pacific Islander	13	100.0	0.0	27.3	72.7	0.0	90.9	I/S	I/S
Hispanic	14	85.7	9.1	18.2	63.6	9.1	72.7	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	420	100.0	10.0	36.7	46.4	6.9	65.4	N/A	N/A
Disabled	87	65.5	43.6	25.5	27.3	3.6	36.4	Yes	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	507	94.1	14.3	35.3	44.0	6.5	61.8	N/A	N/A
English Proficiency									
Limited English Proficient	6	83.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	501	94.2	14.2	35.4	43.8	6.5	61.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	212	91.0	21.2	43.0	31.5	4.2	46.1	Yes	Yes
Full-pay meals	295	96.3	10.0	30.5	51.7	7.8	71.4	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	507	94.7	17.9	41.7	28.4	11.9	54.6	Yes	Yes
Gender									
Male	275	93.5	16.3	42.9	27.9	12.9	59.2	N/A	N/A
Female	232	96.1	19.7	40.4	29.1	10.8	49.3	N/A	N/A
Racial/Ethnic Group									
White	380	95.8	14.4	41.0	31.1	13.5	59.9	Yes	Yes
African American	96	90.6	36.4	48.1	13.0	2.6	28.6	Yes	Yes
Asian/Pacific Islander	13	100.0	0.0	18.2	63.6	18.2	81.8	I/S	I/S
Hispanic	14	85.7	9.1	45.5	18.2	27.3	54.5	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	420	100.0	15.6	40.6	30.9	12.9	58.0	N/A	N/A
Disabled	87	69.0	33.3	49.1	12.3	5.3	31.6	Yes	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	507	94.7	17.9	41.7	28.4	11.9	54.6	N/A	N/A
English Proficiency									
Limited English Proficient	6	83.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	501	94.8	17.9	42.0	28.3	11.8	54.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	212	91.5	27.9	43.0	20.6	8.5	38.8	Yes	Yes
Full-pay meals	295	96.9	11.8	41.0	33.2	14.0	64.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	506	97.0	33.0	33.5	20.4	13.0	33.5
Gender							
Male	274	96.7	32.1	33.7	19.7	14.5	34.1
Female	232	97.4	34.1	33.2	21.3	11.4	32.7
Racial/Ethnic Group							
White	379	97.6	26.4	34.7	23.8	15.2	39.0
African American	96	94.8	61.2	27.1	7.1	4.7	11.8
Asian/Pacific Islander	13	100.0	9.1	54.5	18.2	18.2	36.4
Hispanic	14	92.9	41.7	33.3	16.7	8.3	25.0
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	420	100.0	25.9	36.4	23.0	14.8	37.7
Disabled	86	82.6	66.7	19.8	8.6	4.9	13.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	506	97.0	33.0	33.5	20.4	13.0	33.5
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	500	97.0	32.8	33.3	20.7	13.2	33.9
Socio-Economic Status							
Subsidized meals	211	96.2	50.0	30.6	10.6	8.9	19.4
Full-pay meals	295	97.6	22.1	35.4	26.8	15.7	42.5

Social Studies							
All Students	506	97.0	20.0	37.0	23.7	19.3	43.0
Gender							
Male	274	96.7	20.5	34.9	23.7	20.9	44.6
Female	232	97.4	19.4	39.3	23.7	17.5	41.2
Racial/Ethnic Group							
White	379	97.6	17.5	35.0	26.9	20.6	47.6
African American	96	94.8	34.1	47.1	11.8	7.1	18.8
Asian/Pacific Islander	13	100.0	0.0	36.4	9.1	54.5	63.6
Hispanic	14	92.9	8.3	25.0	25.0	41.7	66.7
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	420	100.0	13.7	38.0	26.1	22.2	48.3
Disabled	86	82.6	49.4	32.1	12.3	6.2	18.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	506	97.0	20.0	37.0	23.7	19.3	43.0
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	500	97.0	20.3	36.8	24.0	18.9	43.0
Socio-Economic Status							
Subsidized meals	211	96.2	29.4	41.7	20.6	8.3	28.9
Full-pay meals	295	97.6	13.9	33.9	25.7	26.4	52.1

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	156	100.0	21.1	27.2	41.5	10.2	51.7
	4	145	99.3	19.7	35.0	43.1	2.2	45.3
	5	152	99.3	20.3	41.3	37.8	0.7	38.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	170	93.5	16.1	21.5	53.7	8.7	62.4
	4	176	93.8	11.3	38.0	42.0	8.7	50.7
	5	161	95.0	15.6	47.4	35.6	1.5	37.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	156	100.0	15.6	51.0	23.8	9.5	33.3
	4	145	99.3	23.4	38.7	27.7	10.2	38.0
	5	152	100.0	19.4	45.1	18.1	17.4	35.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	170	94.1	14.1	40.9	36.9	8.1	45.0
	4	176	94.3	16.6	37.1	27.2	19.2	46.4
	5	161	95.7	23.5	47.8	20.6	8.1	28.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	156	99.4	31.5	36.3	21.2	11.0	32.2
	4	145	99.3	31.4	35.0	18.2	15.3	33.6
	5	152	100.0	31.9	29.9	20.1	18.1	38.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	170	100.0	28.3	34.6	28.3	8.8	37.1
	4	175	95.4	31.4	33.3	17.6	17.6	35.2
	5	161	95.7	40.1	32.4	14.8	12.7	27.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	156	100.0	10.9	42.9	29.9	16.3	46.3
	4	145	99.3	16.8	43.1	26.3	13.9	40.1
	5	152	99.3	19.6	46.9	16.8	16.8	33.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	170	100.0	15.1	36.5	31.4	17.0	48.4
	4	175	95.4	13.2	33.3	27.0	26.4	53.5
	5	161	95.7	33.1	41.5	11.3	14.1	25.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 1,016)				
First graders who attended full-day kindergarten	94.7%	Down from 100.0%	100.0%	100.0%
Retention rate	2.7%	Up from 2.6%	2.2%	2.8%
Attendance rate	96.0%	Down from 96.4%	96.7%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.7%	Down from 6.4%	0.1%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	5.3%	Down from 5.5%	0.3%	0.0%
Eligible for gifted and talented	14.4%	Down from 16.0%	17.6%	10.4%
On academic plans	29.6%	N/AV	25.8%	33.6%
On academic probation	16.4%	N/AV	0.8%	1.0%
With disabilities other than speech	7.8%	Down from 9.4%	7.2%	7.5%
Older than usual for grade	0.3%	Down from 0.4%	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 72)				
Teachers with advanced degrees	75.0%	Up from 64.1%	56.5%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	3.9%	N/A	2.3%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	89.4%	Down from 89.7%	88.6%	87.3%
Teacher attendance rate	93.3%	Down from 95.4%	94.8%	94.9%
Average teacher salary	\$44,908	Up 2.1%	\$43,270	\$42,485
Prof. development days/teacher	11.9 days	Up from 7.9 days	11.9 days	13.3 days
School				
Principal's years at school	2.5	Up from 1.5	5.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.3 to 1	20.0 to 1	18.6 to 1
Prime instructional time	87.6%	Down from 91.0%	90.2%	89.7%
Dollars spent per pupil*	\$6,345	Up 6.3%	\$5,915	\$6,557
Percent of expenditures for teacher salaries*	66.6%	Down from 69.0%	65.7%	64.0%
Percent of expenditures for instruction*	69.9%		69.0%	69.1%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	99.0%	Up from 97.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.4%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Red Bank Elementary strives toward continued improvement. Our motto, borrowed from Mother Goose, to "make our good our better, our better our best," is prevalent in every aspect of school life.

During the 2005-2006 school year, our faculty, staff, community, School Improvement Council and School Leadership Team made recommendations to promote student achievement. Data from surveys, national and state tests, and teacher assessments were used to guide staff development and instructional strategies.

Teachers participated in staff development to strengthen their knowledge of varied approaches to teaching mathematical concepts, an area where improvement is needed. All classroom teachers received training in Riverdeep, a software-based instructional tool to enhance math instruction for both individual and classroom instruction. The addition of interactive electronic boards has allowed students hands-on interaction during math instruction. Teachers collaborated to create an electronic resource of instructional tools and resources to meet the individual needs of students. They worked on the integration of math with reading, writing and science.

In the area of literacy instruction, 27 teachers participated in a bi-weekly, yearlong study of writing instruction. This study complemented weekly staff development sessions for language arts. Student work was displayed in the hallways and classrooms and students studied published authors' works. A science coach led teachers in self-reflection to improve instruction in the content area of science. Teachers participated in more than 300 hours of school-based staff development provided by instructional coaches. Our technology coach continued to support teachers with strategies for infusing technology into the curriculum and utilizing the many resources for educating students. Two EIA grants at our school came for the infusion of technology with math and science.

Technology extended beyond the school walls to provide parent resources. The school Web site includes tips and links that help students with homework and study skills. A Pod-cast was added to the Web site where we can post information and give students a place to share what they learned.

Students' service projects included aid to Hurricane Katrina victims, the American Red Cross, United Way, Relay for Life, a school-based Care Team and students participating in the National Special Olympics. Students also had service opportunities through safety patrol, flag raisers, student advisory council, a school-produced television broadcast and an inter-school mail delivery system.

In the 2006-2007 school year, we look forward to the implementation of a Spanish Immersion Program, a school-wide Positive Behavior System, and monthly, extended-period, teacher collaboration. Through these initiatives and other strategies, we continuously work towards improving the effectiveness of our instructional programs.

Marie Watson, Principal

John Murray, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	72	142	81
Percent satisfied with learning environment	94.4%	90.1%	93.8%
Percent satisfied with social and physical environment	93.1%	87.9%	82.7%
Percent satisfied with school-home relations	95.8%	92.1%	81.3%

*Only students at the highest elementary school grade level at this school and their parents were included.